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ABSTRACT

Recognition of the lack of time spent in planning during the typical administrator's day led the superintendent of schools in McMinnville, Oregon, to develop the Management Plan for Improvement (MPI). The process involved establishing the functions of top and middle management, and requiring middle managers to design objective-oriented plans for their own areas, following the MPI format. While this document predates formal evaluation of the plan's first year in operation, indications are that the program is proving successful. Appendices include a sample of the MPI format and two examples of MPIs actually used. (Author/PGD)

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OSSC BULLETIN

EDUCATION ACCORDING TO PLAN

by

Orval L. Ause

Superintendent

McMinnville School District

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PREFACE

We know that careful planning saves significant amounts of time. It also produces a better product. However, time for planning is never found; it must be forced into the schedule of the busy administrator.

In this *BULLETIN*, "Education According to Plan," Dr. Orval Ause discusses his approach to planning in school management. He shares his "Management Plans for Improvement" (MPI) system, developed to insure time for and attention to planning. He includes the philosophy behind the system, the procedure for adopting the plan, as well as samples of the planning and evaluation forms used.

Dr. Orval Ause is superintendent of McMinnville School District in McMinnville, Oregon, and currently serves as a liaison representative to the Oregon Department of Education for the Confederation of School Administrators.

This *BULLETIN* will be interesting and informative to school board members and administrators at all levels who share planning and operational responsibilities for our schools.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

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EDUCATION ACCORDING TO PLAN

If things don't go as planned--chances are there never was a plan. Such a statement almost seems incongruous when applied to the business of education.

It is my contention that the state of the art of management of schools at the district and school site level produces superficial or haphazard planning. Furthermore, in spite of the lip service given the role of executives in the schools, as being one who plans, organizes, co-ordinates, and controls; school executives typically spend little time at this activity and find their rewards in other activities.

A recent study by Nancy Pitner found that:

> Much of the activity of superintendents is mundane and never approaches the lofty ideals of leadership. They spend a considerable portion of their time talking with insiders about minor things, making trivial decisions, holding meetings on unimportant agendas, and responding to the little irritants in organizational life. (1979, p. 30)

She summarized the work of others who studied executives in educational institutions as follows: "Similar studies . . . show consistently that their work is characterized by variety, discontinuity, and brevity; they make decisions with superficial understanding; and their work is largely verbal in nature." (1979, p. 30)

The Consortium of Educational Leadership (CEL, Chicago) in studying the school principal found that principals tend to become captives of

their environment and do not serve as change agents in their schools. (Salley, 1976, p. 22)

School executives are not unique in their lack of planning. In a study of five executives (other than education) by Henry Mintzberg, he found: "The mail, telephone calls, and meetings accounted for almost every minute from the moment these men entered their offices in the morning until they departed in the evenings." (1973, p. 30)

The business executive and the school executive are also alike in their open-ended approach to their jobs:

> The manager must always keep going, never sure when he has succeeded, never sure when his whole organization may come down around him because of some miscalculation. As a result, the manager is a person with perceptual preoccupation. He can never be free to forget his job, and he never has the pleasure of knowing, even temporarily, that there is nothing else he can do. No matter what kind of managerial job he has, he always carries the nagging suspicion that he might be able to contribute just a little bit more. (Mintzberg, 1973, p. 30)

In the case of a superintendent, this is aggravated by (1) the unclear goals of the district, (2) the lack of input from the board as a whole, (3) the lack of evaluation criteria by which to judge the superintendent's performance, and (4) a common lack of understanding of top management and middle management functions.

Besides the lack of structure which precludes setting aside time for planning activities, another major obstacles to planning is the negative reinforcement emanating from the organization to any leadership exercised in this area. This attempt to control the activities of executives is labeled as one form of executive servitude by Morton Malkofsky in a recent

article in The Executive Educator. (1979, p. 52) He makes the following comments:

> Too many of today's administrators are . . . copping out: They're consumed with the drive to survive. They feel compelled to give those working under, over, and with them what they want, instead of what the school system needs. They confuse happiness and efficiency with true productivity.

Every superintendent with experience recognizes the unwritten job description which will make him a hero to the staff, a fair haired boy to the board, and all but invisible to the students.

Besides being charismatic and having a resonant voice, very little is required beyond insuring that the teachers are left alone. The superintendent's job as an administrator is to keep the busses running, the parents satisfied and away from school, the noise level in the corridors down, difficult kids either "fixed" or intimidated, the gym schedules working smoothly and all the supplies on hand when needed. Attempts to work with teachers and principals are greeted with suspicion and cries of "paper work."

Malkofsky puts it in focus when he says: ". . . blind administrative acceptance of teacher behavior can produce staff contentment. But the real purpose of education is served only when the building administrator, in concert with the central office administrator, maintains the commitment and courage to work actively with individual teachers. Together they can devise a sound educational *plan* [italics not in original] to accommodate each student under their joint care." (p. 52)

Incentives

In the face of evidence that most school executives cannot find time for planning and are not rewarded when they try, it is not hard to account for the present sorry state of planning. (FORE, 1978) Of more interest might be the question why some districts have proceeded to develop plans? And what happens when such plans are implemented? In the case of McMinnville School District, this is an attempt to present a first-hand account of such planning and a summary of results to date.

McMinnville is a small urban school district (K-12) with five elementary schools, one junior high school, and one senior high school. It presently enrolls around 3,200 students and is growing at the rate of around two to three percent per year. The administration was mostly home grown, loosely tied to the central office, and with long tenure.

After three years of operating within the unwritten job description of superintendents, I decided that I either let the flow of events determine my concerns and actions, or else take deliberate action to do what I saw was important to the district and to education as a whole. Accordingly, a reorganization was started in the central office which resulted in some major changes. The key change was a redistribution of duties which left me with time to plan and to work with teachers. Out of this planning came an approach to curriculum development which was effective and comprehensive.

A further incentive to plan came through my involvement with the State Board of Education and the Oregon Department of Education. I

became aware of the scope of planning at the state level and the concerns of state board members which were not being heard in the local school districts.

Two other events sharpened my interest in planning. One, the lack of understanding shown by my own board to this change in emphasis, and two, the spectre of California's Proposition 13 looming over Oregon.

First Steps

My first task was to increase my understanding of the process through a program of intensive reading in the area of management and administration. The readings covered both educational and non-educational management theory and practice. Out of this came two important concepts: (1) a definition of management in general, and (2) the necessary division of labor between top management and middle management functions.

The overall function of management is to provide individuals in the organization with significant, challenging, and satisfying roles and working relationships, while at the same time maximizing their productivity in accomplishing the aims of the organization.

The division of labor between top and middle management was the basis of the administrative team policy and became the focus of the comprehensive plan. The top management functions as identified by Drucker include:

1. Mission setting.
2. Standard setting.

3. Building and maintaining the human organization.
4. Establish major relations.
5. Meet ceremonial obligations.
6. Provide stand-by help for major crises.

The middle managers' functions include:

1. Communicate the mission and standards to people whose performance is needed to meet the aims of the organization.
2. Organize the work force to provide individuals with significant, challenging and satisfying roles.
3. Motivate and communicate in order to make a team of people who are responsible for the various jobs.
4. Establish performance indicators which are focused on the performance of the whole organization and which, at the same time, provide the individual with a means to judge his work and obtain help in doing so.
5. Encourage personal self-development and the self-development of others.

The comprehensive plan provided a framework into which the activities of the organization could be fitted. The plan has four major sections. They are (1) direct services, (2) contributing services, (3) support services, and (4) administration. The section that follows describes the part of the plan that pertains to direct services and administration.

The key to the direct services section was a concentration of effort. In order to achieve this concentration, specific implementing guidelines

and a sample format were provided. It was also given a specific name; e.g., Management Plans for Improvement or MPI. This MPI format was introduced in a memo dated June 29, 1978 (Proposition 13 time in California) and stated four purposes:

1. To make schools more effective.
2. To enlist cooperation and provide for self-motivation and self-direction.
3. To provide clear district direction and priorities.
4. To provide for public awareness of district operations.

The summer months were also used to prepare the board for the concepts involved and to obtain board direction. A sample overhead transparency is included as Appendix A.

The board did select its goals or areas of concentration in September. This enabled us to set forth the areas of Math, Language Arts, Discipline and Student Counseling and Guidance in the format desired. This communication was dated October 4, 1978, and included a sample MPI for ease of development. (See Appendix B.)

Each central office and local school administrator was charged with development of a MPI. Those administrators whose responsibility included direct services (principals) all planned their efforts around the four areas set by the board. Other administrators developed MPI around other areas as appropriate. A sample is included of each (see Appendix C & D). The initial presentation was October 23, 1978. The forwarding of this information is shown in the October 4, 1978, communication from the

superintendent to the management team. Included as part of Appendix B is a sample of the MPI plan developed by Lincoln Elementary School (a hypothetical elementary school) detailing both the present and desired situations.

Discussion

While it is perhaps too soon to make definite judgments of the success or failure of this particular approach to planning, several points are worthy of discussion.

Staff Acceptance. While the initial response to the MPI approach ranged from mild annoyance to mild support, the mood has shifted to positive support from those involved to cautious acceptance to those not on the MPI committees.

Principal Effectiveness. My evaluations of the principals were more positive because their goals had been established and were understood. The activities to reach these goals had been established and the indicators of meeting these goals agreed upon. Coordination at the district level was greatly increased. (See Appendix E.)

Parent and Student Involvement. Parents enjoyed the partnership with schools and looked upon the plan with favor. Students were not involved as much as expected, but those that were involved participated with interest and positive support.

Public Awareness. This turned out to be one of the great strengths of this approach. In talking to several groups of community members, I

learned that the plan was received with enthusiasm. One parent indicated to me that he was willing to vote positively on a bond issue based on the fact we had done our planning. The radio station reported on the plan on a half-hour radio program and the plan was mentioned at several board meetings.

Teacher Effectiveness. While difficult to measure directly, the strength of this approach lies in its recognition that each individual is a recognized part of the organization with a direct voice in determination of personal work objectives, the performance standards to be applied, and how the resulting work results will be compiled or audited. This year is the first year on record where teachers and staff, parents and students are all aware of their part in reaching district aims.

Next Steps

A formal review of all MPI plans is scheduled for May. Following this, the board and administration will study the data and selected new areas of emphasis. This should come in July or August.

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APPENDIX A

SUMMARY--MANAGEMENT PLAN FOR IMPROVEMENT

Purposes

1. Provide district direction and concentration of effort.
2. Make schools more effective.
3. Enlist cooperation and provide self-motivation and self-direction.
4. Provide public awareness.

Structure

1. Upward communication--concerns of public, teachers, principals.
2. Downward communication--priorities of board.
3. Upward Communication--setting of mutually accepted goals and objectives.
4. Involvement.
5. Measurements defined.
6. Build-in self-correcting systems.
7. Standard format.
8. Full public disclosure.

APPENDIX B

McMINNVILLE SCHOOL DISTRICT
1500 North Baker Street
McMinnville, Oregon 97128
472-4101

October 4, 1978

TO: All Principals
Dr. Tom Williams
Mr. Dale Stites
Mr. Jerry Sherwood

FROM: Dr. Orval L. Ause, Superintendent

SUBJECT: MPI Format and Due Dates

1. In order to adequately process the MPI presentation, I would like a final copy by October 18th. The presentation of these plans is scheduled for October 23rd and I would urge your entire MPI Committee to attend if possible.

2. A sample MPI (written from the elementary principal point of view) is enclosed. While certain flexibility may be necessary to accommodate your particular situation, close adherence to this format would help those of us who will read all plans.

3. Sample graphs, charts, questionnaires, etc., may be attached to make your intentions clear.

OLA:jh

Enclosure

EXAMPLE

A

MANAGEMENT PLAN

FOR IMPROVEMENT

for

_____Elementary School

McMinnville School District

_____, Principal

October 18, 1978

Approved by_____

Date_____

(Cover Page)

PRESENT SITUATION

The present situation with respect to the priority items of (1) Math, (2) Language Arts, (3) Discipline (student behavior), and (4) Student Counseling and guidance is set forth below. The basis for determining present status is also noted.

Math. (1) Direction for the math program has been clearly set forth in the program goals for the District. In addition, each teacher has grade level goals.

(2) Materials. All the materials called for have been received and are in the hands of teachers.

(3) Implementation. Procedures for insuring that the course goals and unit goals are met have not been developed.

(4) Achievement. The Metropolitan Achievement Test, Primary 1-Form G - results for first and second grade are as follows:

First Grade:

Date Tested	May, 1977
Ave. Raw Score	38
Ave. Grade Equivalent	1.7

Second Grade:

Date Tested	May, 1977
Ave. Raw Score	54
Ave. Grade Equivalent	2.7

The SRA assessment survey results for 3 - 7 grades are as follows:

Third Grade:

Date Tested	November 3, 1977
Ave. Growth Scale Value	167
Ave. Grade Equivalent	2.4

Fourth Grade:

Date Tested	November 3, 1977
Ave. Growth Scale Value	220.8
Ave. Grade Equivalent	3.8
Math Concepts Grade Equivalent	3.6
Math Computation Grade Equivalent	3.5

Fifth Grade:

Date Tested	November 14, 1977
Ave. Growth Scale Value	278.3
Ave. Grade Equivalent	5.1
Math Concepts Grade Equivalent	5.1
Math Computation Grade Equivalent	4.9

Sixth Grade:

Date Tested	November 16, 1977
Ave. Growth Scale Value	327.7
Ave. Grade Equivalent	6.3
Math Concepts Grade Equivalent	6.6
Math Computation Grade Equivalent	6.2

Seventh Grade:

Date Tested	November 10, 1977
Ave. Growth Scale Value	324.6
Ave. Grade Equivalent	6.3
Math Concepts Grade Equivalent	6.7
Math Computation Grade Equivalent	6.1

English/Language Arts. (1) Direction for this program is set forth in the program goals and the recently developed grade level goals and curriculum guidelines.

(2) Materials. Most of the materials are in the hands of teachers. Fifth grade spelling books have been ordered but not received.

(3) Implementation. Some confusion still exists in how to integrate the written composition, grammar and spelling into a workable day-to-day routine. Spellers are sometimes used only at grade level regardless of the ability of the individual students. Written composition is not collected or graded on a regular basis.

(4) Achievement. No adequate written evaluation system used. The SRA achievement result for grades 3 through 7 are reported as follows:

Third Grade:

Date Tested	November 3, 1977
Ave. Growth Scale Value	211.0
Ave. Grade Equivalent	3.3

Fourth Grade:

Date Tested	November 14, 1977
Ave. Growth Scale Value	250.9
Ave. Grade Equivalent	4.4
Usage Grade Equivalent	4.6
Spelling Grade Equivalent	4.4

Fifth Grade:

Date Tested	November 14, 1977
Ave. Growth Scale Value	308.6
Ave. Grade Equivalent	6.2
Usage Grade Equivalent	6.5
Spelling Grade Equivalent	5.9

Sixth Grade:

Date Tested	November 8, 1977
Ave. Growth Scale Value	297.1
Ave. Grade Equivalent	5.8
Usage Grade Equivalent	5.7
Spelling Grade Equivalent	5.9

Seventh Grade:

Date Tested	November 10, 1977
Ave. Growth Scale Value	318.9
Ave. Grade Equivalent	6.7
Usage Grade Equivalent	6.6
Spelling Grade Equivalent	6.8

Discipline. The status of student behavior is difficult to determine. Discipline problems are usually subject to rumors and distortions by those not directly involved. Many times schools are faced with perceived discipline problems rather than actual discipline problems. In order to determine the extent to which teachers and parents perceive discipline problems at Lincoln, a questionnaire was distributed to all parents and teachers on October 2nd and the results (based on a 5% return) are indicated below:

	YES	NO	UNCERTAIN
1. Is there a discipline problem at school?	56%	40%	4%
2. Do teachers maintain adequate discipline in their classrooms?	30%	60%	10%
3. Are playgrounds adequately supervised?	40%	50%	10%
4. Is there adequate direction to teachers, parents and students on what is expected?	45%	45%	10%

Student Counseling and Guidance. This area has undergone a change. Teachers have had the expectation that student counseling and guidance is part of their regular teaching assignment. A persistent rise in student behavior problems has caused schools to place specialists in schools as a direct resource to teachers and to some degree, to parents. A questionnaire distributed October 2nd to all parents provided the following information:

	YES	NO	UNCERTAIN
1. Are you acquainted with the services which are presently offered?	30%	65%	5%
2. Should the present emphasis on counseling and guidance be maintained?	60%	10%	30%
3. Should the schools be involved in helping parents cope with the problems of raising children?	60%	10%	30%

DESIRED SITUATION

Math. Two areas of concern are implementation and achievement. Lincoln school has set as a goal:

(1) To fully implement the present math guide; and

(2) To eliminate areas of underachievement as indicated by the District testing program.

English/Language Arts. In this area the goals are:

(1) To fully implement the present language arts curriculum guide;

(2) To initiate procedures for assessing written composition skills (1 - 6); and

(3) To eliminate areas of underachievement as indicated by the District testing program.

Discipline. Goals for discipline are:

(1) To increase the level of discipline in the classrooms.

(2) To increase parent understanding of the disciplinary policies of the school.

(3) To improve student behavior on the playgrounds and in the halls.

Student Counseling and Guidance. The goals are:

(1) To increase parent and teacher understanding of the role of the specialists with respect to teacher and parent responsibilities; and

(2) To maintain the present level of emphasis on counseling and guidance.

Performance Objectives, Activities and Indicators

Math Objectives:	Activities:	Indicators:
1.1 By November 1st, all classroom teachers will have demonstrated their ability to produce yearly and unit plans in accordance with the math guidelines.	1.1.1 As follow-up to grade level meeting on planning, hold teachers meeting by November 1st on planning-check for understanding.	1.1.1 Minutes of teachers meetings.
	1.1.2 Require each teacher to develop a yearly plan and unit plans as needed by November 1st.	1.1.2 Written yearly plan and unit plans.
1.2 Given adequate plans all teachers will structure their daily activities so that students will achieve predetermined objectives with maximum efficiency.	1.2.1 Set up check list for weekly review of plans.	1.2.1 Check list.
	1.2.2 Schedule classroom visitation to monitor classroom activities.	1.2.2 Schedule, observation guides.
2.1 By December 1st, second, third, fourth, and sixth grade teachers will have examined their teaching, class composition, test items, and curriculum guidelines for sources of possible underachievement.	2.1.1 Set special conference prior to December 1st to examine possible problem areas. Include teachers and test specialists.	2.1.1 Minutes.
	2.1.2 Develop list of possible problem areas.	2.1.2 List.

Math Objectives:	Activities:	Indicators:
2.2 By January 1st, third, fourth and sixth grade teachers will adjust their plans and daily activities to correct for plausible sources of underachievement.	2.2.1 Set special conference prior to January 1st to focus on problem areas and adjust planning and procedures.	2.2.1 Adjusted plans.

English/Language Arts Objectives:	Activities:	Indicators:
1.1 By November 1st, all classroom teachers will have demonstrated their ability to produce yearly and unit plans in accordance with curriculum guidelines.	1.1.1 Set teacher meeting prior to November 1st to discuss language arts planning.	1.1.1 Minutes.
	1.1.2 Require each teacher to develop a yearly plan and develop unit plans as needed.	1.1.2 Yearly Plan. Unit Plan.
1.2 Given adequate plans, all teachers will structure their daily activities so that students will achieve predetermined objectives with maximum efficiency.	1.2.1 Set up check list for weekly review of plans.	1.2.1 Check list.
	1.2.2 Schedule classroom visitation to monitor classroom activities.	1.2.2 Schedule, observation guides.
2.1 By November 1st, procedures for compiling and assessing written composition (grades 1 - 6) will be initiated.	2.1.1 Discuss problems in teacher meeting prior to November 1st.	2.1.1 Minutes.
	2.1.2 Pick best alternative to addressing the problems. One means is to establish a writing folder for each child. Place two samples per year in folder to check on progress.	2.1.2 Procedures in writing.

English/Language Arts

Objectives:	Activities:	Indicators:
3.1 By December 1st, fifth grade teachers will have examined their teaching, class composition, test items and curriculum guidelines for sources of possible underachievement.	3.1.1 Set special conference prior to December 1st to examine possible problem areas with fifth grade teachers. Include test specialist.	3.1.1 Minutes.
	3.1.2 Develop list of possible problem areas.	3.1.2 List.
3.2 By January 1st, fifth grade teachers will adjust their plans and daily activities to correct for plausible sources of underachievement.	3.2.1 Set special conference prior to January 1st to focus on problem areas and adjust planning and daily activities as needed.	3.2.1 Adjusted Plans.

Discipline Objectives:	Activities:	Indicators:
1.1 By November 1st, all teachers perceived as maintaining less than adequate discipline in their classrooms will be notified by the principal.	1.1.1 Record all complaints and hold observations on all teachers prior to November 1st.	1.1.1 Complaint file. Observation sheets.
	1.1.2 Provide feedback to teachers who may be having classroom control problems.	1.1.2 Written notification.
1.2 Provide consistent follow-up for teachers notified.	1.2.1 Hold observations, conferences, provide help.	1.2.1 Observation sheets, conference notes.
2.1 By December 1st, parent-teacher discussion groups will be initiated to discuss policies and procedures regarding student discipline.	2.1.1 Prior to December 1st, set up parent-teacher discussion groups by grade to focus on student behavior.	2.1.1 Minutes.
	2.1.2 Obtain feedback from parents on problem areas.	2.1.2 Feedback results.

Discipline Objectives:	Activities:	Indicators:
3.1 By November 1st, all teachers will assist in implementing a common code of conduct, particularly when passing in the halls and on the playground.	3.1.1 Prior to November 1st, set up teacher discussion groups to arrive at common code of conduct that all teachers can support	3.1.1 Common Code.
	3.1.2 Monitor halls and playgrounds for consistent enforcement.	3.1.2 Notes on informal observations.

Student Counseling/ Guidance Objectives:	Activities:	Indicators:
1.1 By November 1st, a yearly plan will be developed by the MPI committee which sets forth monthly activities for the furtherance of parent-teacher understanding in this area.	1.1.1 By November 1st, set up MPI meetings to develop plan (parent-teacher communications).	1.1.1 Written plan.
	1.1.2 Follow plan.	1.1.2 Minutes, notes.
2.1 By November 1st, a yearly plan will be developed by the MPI committee to insure full utilization of present resources.	2.1.1 By November 1st, set up MPI meeting to develop plan (full utilization).	2.1.1 Written plan.
	2.1.2 Follow plan.	2.1.2 Minutes, notes.

General Objectives:	Activities:	Indicators:
1.1 By January 1st, the MPI committee will review all activities, examine indicators, and reset objectives as necessary.	1.1.1 Set meeting prior to January 1st to review progress, examine documents, and reset objectives.	1.1.1 Minutes.

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur Weeks (October to December) 1	2	3	4	5	6	7	8	9	10	11	12	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Other
Math	1.1.1 Set Meeting	Nov. 1					▲								X					
	1.1.2 Develop Plans	Nov. 1	△	—	—	—	▲								X	X				
	1.2.1 Develop Checklist	Nov. 6					△	—	—	—	—	—	—	—	X		X			
	1.2.2 Develop Schedule	Nov. 6					△	—	—	—	—	—	—	—	X		X			
	2.1.1 Discuss Problem Areas	Dec. 1									▲					X				
	2.1.2 Develop List	Dec. 1									▲					X	X			
	2.2.1 Adjust Plans	Jan. 1												▲	X	X				
Language Arts	1.1.1 Set Meeting	Nov. 1					▲								X					
	1.1.2 Develop Plans	Nov. 1	△	—	—	—	▲								X	X				
	1.2.1 Develop Checklist	Nov. 6					△	—	—	—	—	—	—	—	X		X			
	1.2.2 Develop Schedule	Nov. 6					△	—	—	—	—	—	—	—	X		X			
	2.1.1 Discuss Problem Areas	Nov. 1					▲									X				
	2.1.2 Set Procedures	Nov. 1					△	—	—	—	—	—	—	—	X	X	X			

△ - Start

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur Weeks (October to December) 1 2 3 4 5 6 7 8 9 10 11 12	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Other
Language Arts	3.1.1 Examine Alternatives	Dec. 1	▲ at 9	X	X				
	3.1.2 Develop List	Dec. 1	▲ at 9		X	X			
	3.2.1 Adjust Plans	Jan. 1	▲ at 12		X				
Discipline	1.1.1 Observe Teachers	Nov. 1	△ at 1 — ▲ at 5	X					
	1.1.2 Provide Notification	Nov. 1	▲ at 5	X					
	1.2.1 Provide Help	June 6	△ at 5 —	X					
	2.1.1 Set Discussion Groups	Dec. 1	▲ at 9	X					
	2.1.2 Obtain Results	Dec. 1	▲ at 9				X		
	3.1.1 Develop Common Code	Nov. 1	▲ at 5	X	X				
	3.1.2 Monitor	June 6	△ at 5 —	X			X		
Student Counseling	1.1.1 Develop Communictn Plan	Nov. 1	▲ at 5	X	X		X		
	1.1.2 Follow Plans	June 6	△ at 5 —	X					
	2.1.1 Develop Utilization Plans	Nov. 1	▲ at 5	X	X		X		

△ - Start

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur Weeks (October to December) 1	2	3	4	5	6	7	8	9	10	11	12	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Other
Student Counseling	2.1.2 Follow Plan	June 6					△	—	—	—	—	—	—		X	X				
General	1.1.1 Set Quarter MPI Meeting	Jan. 1												▲	X					

△ - Start

▲ - Completion

We, the undersigned, have participated in the development of this plan, are aware of the present status, concur in the goals set, and will support efforts to reach these goals as set forth in this document.

ATTEST:

(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)
(name-parent)	(grade level)	(date)

(name-student)	(grade level)	(date)
(name-student)	(grade level)	(date)

(name-teacher)	(grade level)	(date)
(name-teacher)	(grade level)	(date)

EVALUATION TIMELINE

Management Functions	Completion Date	Time When the Activity Will Occur — Months (July to July) 1	2	3	4	5	6	7	8	9	10	11	12	Person(s) Responsible: Program Evaluator	Program Director	Instructional Staff	Principals	Teacher Aides	Clerical Staff
Obtain evaluation staff/services	9/6	▲	▲	▲										X	X				
Order commercial assessment tools	8/15		▲											X					
Adapt nonstandardized assessmnt tools	8/27	▲	▲											X					
Reproduce adapted tools	9/1			▲															X
Develop data collection procedures	9/8		▲	▲										X					
Train data collectors	9/10			▲										X					
Select student assessment sample	9/22			▲										X					
Complete data collection schedule	9/28			▲										X	X	X	X	X	
Administer pretest tools	10/14				▲									X		X		X	
Etc.																			

FORM FOR RECORDING EVALUATION TIMELINE

Management Functions	Completion Date	Time When the Activity Will Occur (Months) 1	2	3	4	5	6	7	8	9	10	11	12	Person(s) Responsible: Program Evaluator	Program Director	Instructional Staff	Principals	Teacher Aides	Clerical Staff

ACTUAL PLAN

APPENDIX C

A

MANAGEMENT PLAN

FOR IMPROVEMENT

for

McMinnville Senior High School

McMinnville School District

Thomas P. Chapman, Principal

October 18, 1978

Approved by_____

Date_____

PRESENT SITUATION

The present situation with respect to the priority items of (1) Mathematics, (2) Composition, (3) Discipline, and (4) Learning Disabilities is set forth below. The basis for determining present status is also noted.

Mathematics. (1) Goals: Direction for the math program has been clearly set forth in program goals for the District. In addition, the senior high math department has departmental goals.

(2) Materials: The teachers in this program have adequate materials to carry out the goals of the department.

(3) Implementation: Procedures for insuring that the departmental goals are met are functioning well. There is a concern that students who do not take math during the junior or senior year may graduate without adequate math skills to carry out their life goals.

(4) Achievement: The (ITED) Iowa Test of Educational Development results for 1977-78 (11th grade) are as follows:

1977-78 National	1977-78 McMinnville
50.0	47.0

The (SAT) Scholastic Aptitude Test results for 1977-78 (12th grade) are as follows:

1977-78 National	1977-78 Western	1977-78 Oregon	1977-78 McMinnville
468	471	469	494

Composition. (1) Goals: Direction for this program has been set forth in the program goals for the District, and the senior high school communications department goals.

(2) Materials: Adequate materials are available to teachers to carry out the goals of this program.

(3) Implementation: Procedures are established for insuring that all students write at least once a week.

(4) Achievement: No adequate test of Standard Written English is available. This makes it difficult to determine growth and improvement in composition. The (SAT) Scholastic Aptitude Test scores for 1977-78 (12th grade) are as follows:

Standard Written English

1977-78 National	1977-78 Western	1977-78 Oregon	1977-78 McMinnville
42.8	42.6	42.5	44.6

Learning Disabilities. (1) Goals: Although the District and the senior high school have goals for programs which deal with students with learning disabilities, the state and federal laws have a great impact on this program.

(2) Materials: Adequate materials are available to carry out the goals of this program.

(3) Implementation: The personnel and time needed to comply with state and federal laws is not available. Identification and selection of students to be tested is a long process. Testing students who are selected takes even longer. Both of these must be done while the teacher is trying to teach.

(4) Achievement: Students are doing well in the programs which have been developed for them in their (IEP) Individualized Education Plan. They would do better if these programs could be started sooner.

Discipline. Page 26 of the 1978-79 Student-Faculty Handbook defines discipline in this manner:

"One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purposes of discipline in a school, you may form a correct attitude toward it, and not only do your part in making your school an effective place of learning, but develop the habit of self-restraint which will make you a better person. Behavior to be expected of all students is found in the District 40 Student Rights and Responsibilities Handbook which is given to all students at the beginning of the year."

Discipline problems at our school are minimal. Suspensions for 1976-77 and 1977-78 are as follows:

1976-77 Suspensions		1977-78 Suspensions	
Total number of suspensions-63		Total number of suspensions-115	
Male:	45	Male:	76
Female:	18	Female:	39
Minority:	3	Minority:	13
Total number of students suspended:		(Individual)	
Male:	39	Male:	55
Female:	13	Female:	13

1976-77 Suspensions (cont'd)

Reasons for suspension:

Truancy	23
Fighting	3
Vandalism	9
Defiance	11
Smoking	3
Use of drugs	3
Alcohol	9
Theft	2

1977-78 Suspensions (cont'd)

Reasons for suspension:

Truancy	55
Fighting	15
Vandalism	2
Defiance	19
Smoking	5
Use of drugs	5
Alcohol	15
Theft	3
Profanity	6
Uncooperative	10
Burglaries	5

The total number of individuals suspended is about the same both years and is not felt to be excessive.

Attendance is also felt to be satisfactory. It has remained 93% - 96% over the last five years.

Parents are concerned about the single period (skips) unexcused absences during the day. These absences are difficult to report but the school feels parents are expecting students to be in class at all times and that more effort could be made to insure that this takes place.

DESIRED SITUATION

Mathematics. There is concern that students who are poor in mathematics skills approach graduation without making one more try to develop those skills. McMinnville High School has set as a goal:

(1) To successfully encourage students with poor math skills to enroll in additional math classes during the 11th and 12th grades.

Composition. The goals for this area are:

(1) To develop a satisfactory test of Standard Written English.

(2) For 2/3 of all 10th graders to receive a satisfactory or above grade on the test.

Learning Disabilities. There are two goals in this area:

(1) Decrease the delay between the teacher filling out form #1 and the meeting of the Building Screening Committee.

(2) Decrease the time delay between the Building Assessment Team meeting and the implementation of the IEP.

Discipline. The goal is as follows:

(1) To reduce the number of unexcused absences at the senior high school.

Mathematics Objectives:	Activities:	Indicators:
1.1 By December 15th, most 11th graders will have taken the ITED.	1.1.1 Give the ITED December 5th & 6th.	1.1.1 Test attendance roll.
	1.1.2 Give makeups prior to December 15.	1.1.2 Makeup test attendance roll.
1.2 By March 15th, those students who have scored in the lower quartile on the ITED and who are not enrolled in a math class will be identified.	1.2.1 Counselor will provide list of names.	1.2.1 List.
1.3 By April 1st, efforts will have been made to encourage all students on the list to take another math class.	1.3.1 Send letters to parents of all students on the list pointing out the need for student to enroll in another math class.	1.3.1 Copy of letter.

Mathematics Objectives:	Activities:	Indicators:
	1.3.2 Have Work Experience Counselor talk with those students on Work Experience.	1.3.2. List of students.
	1.3.3 Have senior counselor talk with those students on list not in Work Experience.	1.3.3 List of students.
1.4 By May 1, 2/3 of the juniors in the lower quartile on the 1978-79 ITED will agree to take a math class during the 11th or 12th grade.	1.4.1 Make a list of 11th graders who are presently in a math class and those who have enrolled in a math class for their senior year.	1.4.1 List of students.

Composition Objectives:	Activities:	Indicators:
1.1 By November 1st, all communications teachers will meet to discuss the development of a test of Standard Written English.	1.1.1 Call meeting prior to November 1.	1.1.1 Minutes of meeting.
	1.1.2 Gather sample questions and prepare guidelines for test development.	1.1.2 Copies of sample questions and format.
1.2 Different teachers will work on development of rough copy of part of test assigned to them.	1.2.1 Monitor progress of each teacher.	1.2.1 Rough copy of test.
1.3 By December 15th, a Test of Standard Written English will be devel-	1.3.1 Meet to combine rough copy of various parts of test.	1.3.1 Minutes.
	1.3.2 Revise and combine rough copy into final test.	1.3.2 Completed smooth copy of test.
2.1 Teachers will follow the regular course of study for teaching composition.	2.1.1 Review course of study.	2.1.1 Minutes.

Composition Objectives:	Activities:	Indicators:
2.2 By January 19th, the MPI committee will meet to check progress and make adjustments.	2.2.1 MPI meeting.	2.2.1 Minutes.
2.3 By April 1st most 10th gradestudents will have taken the test.	2.3.1 Give the test before April 1st.	2.3.1 Test schedule and copies of the test.
2.4 By April 15th, all tests will have been graded and recorded and 2/3 of the students will have scored satisfactory or above on the test.	2.4.1 Grade and record tests. Figure the number of students scoring a satisfactory or above grade on the test.	2.4.1 Record of grades of test.

Learning Disabilities Objectives:	Activities:	Indicators:
1.1 By November 15th, procedures will be developed which will decrease the time needed to process form #1 and call the meeting of the Building Screening Committee from 8 days to 6 days.	1.1.1 Additional help to search records will be secured for the counseling center.	1.1.1 Job description.
	1.1.2 Additional emphasis will be placed on the importance of completing the record search quickly.	1.1.2 Minutes.
2.1 By April 15th, procedures will be developed which will decrease the time between the Building Assessment Team meeting and the implementation of the IEP from 12 days to 6 days.	2.1.1 Train aides and counselors to do testing.	2.1.1 Record of those trained.
	2.1.2 Provide additional help to do typing.	2.1.2 Job description.
	2.1.3 Additional emphasis will be placed on the importance of completing IEP paperwork quickly.	2.1.3 Minutes.
	2.1.4 Develop procedures for calling a meeting of the Building Assessment team more easily and quickly.	2.1.4 Copy of procedures.

Discipline Objectives:	Activities:	Indicators:
1.1 By November 5th, a record will be compiled of all single period unexcused absences for the month of October.	1.1.1 Attendance secretary will make a list of the name and number of those with unexcused absences in October.	1.1.1 Copy of the list.
1.2 By November 15th, a plan will be developed and implemented which will decrease the number of single period unexcused absences.	1.2.1 Faculty will be directed to continually remind students of the importance of good attendance and of bringing an excuse for absences.	1.2.1 Minutes of faculty meeting and copy of the plan.
	1.2.2 Attendance secretary will develop a daily list which will be used to call parents regarding unexcused absences.	1.2.2 Sample list.
	1.2.3 Counselors and vice principal will counsel with students who appear repeatedly on the list.	1.2.3 List of repeaters.
1.3 By February 5th, a record of all single period unexcused absences for the month of January will show a drop of 50% as compared to the record for October.	1.3.1 Compile record for January.	1.3.1 Copy of January record.
	1.3.2 Compare January record with October record.	1.3.2 Copy of comparison.

General Objectives:	Activities:	Indicators:
1.1 By January 19th, the MPI committee will meet to review progress.	1.1.1 Meeting of MPI committee will be called.	1.1.1 Minutes of meeting.
1.2 By May 10th, the MPI committee will meet to review progress and write the final report.	1.2.1 Meeting of MPI committee will be called.	1.2.1 Minutes of meeting.
	1.2.2 Write the final report.	1.2.2 Copy of final report.

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur — Weeks (October to May)	Person(s) Responsible					
			Oct | Nov | Dec | Jan | Feb | Mar | Apr | May	Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Counselors
Math	1.1.1 Give the ITED	12/6	▲						X
	1.1.2 Give ITED makeups	12/15	▲						X
	1.2.1 Develop list	3/15	△——▲						X
	1.3.1 Send letters	4/1	△▲			X			
	1.3.2 Provide Work Exp.Counseling	4/1	△▲		X				X
	1.3.3 Provide regular Counseling	4/1	△▲		X				X
	1.4.1 List those enrolled	5/1	△——▲						X

△ - Start

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur — Weeks (October to May)	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Other
Composition	1.1.1 Call meeting	11/1			X				
	1.1.2 Gather questions	11/1			X				
	1.2.1 Monitor progress	12/15		X	X				
	1.3.1 Develop rough test	12/15			X				
	1.3.2 Develop final test	12/15			X				
	2.1.1 Review course of study	4/1			X				
	2.2.1 MPI meeting	1/19					X		
	2.3.1 Give the test	4/1			X				
	2.4.1 Grade test	4/15			X				

Oct | Nov | Dec | Jan | Feb | Mar | Apr | May

△ - Start

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur — Weeks (October to May)	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Counselors
Learning Disabilities	1.1.1 Additional staff	11/15		X		X			
	1.1.2 Additional emphasis	11/15		X	X	X		X	X
	2.1.1 Additional training	4/15				X		X	X
	2.1.2 Additional typing help	4/15				X		X	
	2.1.3 Additional emphasis	4/15		X	X	X		X	X
	2.1.4 Better procedures	4/15			X				X

Oct | Nov | Dec | Jan | Feb | Mar | Apr | May

△ - Start

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Completion Date	Time When the Activity Will Occur — Weeks (October to May)	Person(s) Responsible: Principal	Teacher	Secretary	MPI Committee	Teacher Aides	Counselors
			Oct | Nov | Dec | Jan | Feb | Mar | Apr | May						
Discipline	1.1.1 Make an October list	11/5	△▲			X			
	1.2.1 Direct faculty	11/15	▲	X					
	1.2.2 Make a daily list	2/1	△——▲			X			
	1.2.3 Counsel students	2/1	△——▲	X					X
	1.3.1 Make a January list	2/5	△—▲			X			
	1.3.2 Compare January with Feb.	2/5	▲	X		X			
General	1.1.1 MPI Committee Review	1/19	▲				X		
	1.2.1 MPI Committee Review	5/10	▲				X		
	1.2.2 Write the final report	5/10	▲	X	X	X	X		

△ - Start

▲ - Completion

ACTUAL PLAN

APPENDIX D

A

MANAGEMENT PLAN

FOR IMPROVEMENT

for

McMinnville School District No. 40

Orval L. Ause, Superintendent

October 18, 1978

Approved by_____

Date_____

MANAGEMENT PLAN FOR IMPROVEMENT

SUPERINTENDENT

Present Situation

Four areas have been selected as priority items within the operations of each school. These are: (1) Math; (2) Language Arts (Composition); (3) Discipline (student behavior); and (4) Student Counseling and Guidance Programs/Handicapped Learner Programs.

Priority items for central office administrators differ some to reflect the particular management needs of the District. As Superintendent, I have selected the following four areas as priority items: (1) development of a Management Team; (2) coordination and concentration of administrative effort; (3) increased collection, display and use of performance data for decision making; and (4) conscious efforts toward self and institutional improvement. Each of these areas is described below based on conditions existing on July 1, 1978.

Development of a Management Team. While the concept of a management team had been discussed, the direction had not been requested from the Board. The examination of roles, with respect to the concept, had not been fully explored. Consequently, the community, Board members, and administrators were not clear on relationships and function.

Coordination and concentration of administrative effort. In McMinnville, we had attempted to concentrate our efforts by a management by objectives system. There were gaps in our system, however, and objectives reflected school-wide rather than District-wide needs. The replacement of two central office administrators also meant a reorganization of duties.

Overarching these immediate concerns was the need for a unified and integrated administrative approach which would be fully visible to the public at large and to all members of the educational enterprise.

Increased collection, display and use of performance results for decision making. If there is any one area where we find rigidity and fear in the educational enterprise, it is in the area of performance results. As one writer put it, "teachers live in a constant fear of being told they didn't do something they were supposed to do." Given the complexity of the teaching-learning situation and the general lack of specific goals, their reluctance to be held accountable is perhaps understandable. However, this general rigidity is also found in the administrators. Boards which make judgments on people and programs without reference to established criteria or measurement data contribute to this fear and rigidity.

In McMinnville, a District-wide testing program was in operation with results summarized and analyzed for curriculum development purposes. A testing task force had reviewed the needs of the District and made recommendations for improvement. Individual schools provided additional group testing for specific purposes.

In spite of the above, it is my contention that the public lacked a clear understanding on what results were being obtained and at what cost.

Conscious efforts toward self and institutional improvement. For some years teachers have planned and executed professional growth plans. Administrators have selected growth targets as part of their management objectives for each year.

Schools also developed improvement plans but these were not always visible to the general public, and they lacked District-wide coordination. These plans did not always involve the parents and students in a partnership relationship.

Desired Situation

Goals for each of the specified areas are identified as follows:

Development of a Management Team.

(1) To develop an operational management team.
(2) To clarify board/administration relations.
(3) To improve board visibility in the community.

Coordination and Concentration of Administrative Effort.

(1) To initiate a Comprehensive Educational Plan.
(2) To improve administrative visibility in the community.
(3) To concentrate on priorities.

Increased Collection, Display, and Use of Performance Results for Decision Making.

(1) To fully utilize the District Testing Program
(2) To gather additional data where needed for decision making.
(3) To present data with increased visibility.

Conscious Efforts Toward Self and Institutional Improvement.

(1) To place all certificated personnel on a professional growth plan.
(2) To implement Management Plans for Improvement (MPI) in all schools and central office.
(3) Coordinate in-service activities with priorities.

General.

(1) Plan quarterly review with Superintendent's Educational Council (SEC).

Development of Management Team

Objectives:	Activities:	Indicators:
1.1 By January 1st, I will have provided the Board with sufficient information so that a Board self-improvement plan is developed by March 1st.	1.1.1 Provide Board Members with written materials (on-going).	1.1.1 Board Minutes.
	1.1.2 Assist Board Members to attend significant conferences and meetings (on-going).	1.1.2 Board Minutes.
	1.1.3 Facilitate agenda placement for discussion and self-analysis.	1.1.3 Board Minutes.
	1.1.4 Provide outside evaluations from staff and public by January 1st.	1.1.4 Evaluation Results.
2.1 By January 1st, a common understanding of Board/Administration relations will be reached through examination and discussion of key documents and generally accepted procedures.	2.1.1 Develop and obtain Board approval on Team Management policy by September 1, 1978.	2.1.1 Policy Statement.
	2.1.2 Discuss role of Board Members and examine Board by-laws and Board Code of Ethics and other pertinent documents in November Board Meeting.	2.1.2 Board Minutes.
	2.1.3 Discuss role of Superintendent, Assistant Superintendent, and Director of Support Services in relationship to Board Role and significant documents in November Board Meeting.	2.1.3 Board Minutes.
	2.1.4 Discuss procedures and instruments used to communicate with and evaluate performance of Management Team administrators in December Board Meeting.	2.1.4 Documents and Board Minutes.

Development of Management Team

Objectives:	Activities:	Indicators:
	2.1.5 Hold informal meetings with individual Board Members as time and circumstances permit.	2.1.5 Log of Meetings.
	2.1.6 Ask for Board evaluation of Superintendent in January Meeting (six month review).	2.1.6 Board Minutes/ Evaluation Results.
3.1 By September 1st, examine ways to improve Board visibility.	3.1.1 Involve Board Members in budget presentations to the public.	3.1.1 Log of Activities.
	3.1.2 Provide a written summary immediately after each Board Meetings.	3.1.2 Board Recap.
	3.1.3 Provide for press conferences as appropriate.	3.1.3 Press Clippings.
	3.1.4 Provide Board packet to media in week preceding Board Meeting.	3.1.4 Secretary Calendar.
	3.1.5 Hold agenda meeting with MEA and Administrator Representative prior to Board Meetings.	3.1.5 Secretary Calendar.

Coordination and concentration of administrative effort

Objectives:	Activities:	Indicators:
1.1 By September 1st, a Comprehensive Educational Plan will be developed which when fully implemented will provide a unified and integrated approach to all District operations.	1.1.1 Discuss concept in Administrative Meetings in July and August.	1.1.1 Minutes.
	1.1.2 Reach agreement on concept and examine plan format for clarity and function.	1.1.2 Minutes.

Coordination and concentration of administrative effort

Objectives:	Activities:	Indicators:
	1.1.3 Develop sample plan around an actual District operation and evaluate.	1.1.3 Sample Plan.
	1.1.4 Present concept and sample plan to Board.	1.1.4 Board Minutes.
	1.1.5 Examine and identify key areas of District operation.	1.1.5 Planning Document.
	1.1.6 Establish Timeline for gradual incorporation of key areas into CEP format.	1.1.6 Planning Document.
2.1 Explore means of making the work of Administrators more visible.	2.1.1 Develop responsibility chart and present to staff and Board.	2.1.1 Board Minutes/ Documents.
	2.1.2 Utilize Druckers concept of top management functions and middle management functions to differentiate the different roles of Board and Administrators.	2.1.2 Presentation Notes/Documents.
	2.1.3 Utilize the MPI format to set forth in writing the more detailed aspects of administration as it applies to selected areas.	2.1.3 Management Plans for Improvement (MPI).
	2.1.4 Utilize the media to run feature articles on Administration.	2.1.4 Press Clippings.
	2.1.5 Send Minutes of Administrators' Meetings to staff and Board.	2.1.5 Minutes.
3.1 Concentrate administrative effort where possible by August 1st.	3.1.1 Obtain priorities from Board on areas to receive special emphasis.	3.1.1 Board Minutes.

Coordination and concentration of administrative effort

Objectives:	Activities:	Indicators:
	3.1.2 Assign key areas to members of Management Team by November 1st.	3.1.2 Superintendent's Memo.
	3.1.3 Present Key areas to the Board as they are developed as part of the Comprehensive Educational Plan.	3.1.3 Superintendent's Memo/Board Minutes.

Increased collection, display and use of performance results for decision making

Objectives:	Activities:	Indicators:
1.1 By November 1st, procedures will set up for fully utilizing the District Testing Program.	1.1.1 Discuss with principals and internal audit coordinator the recommendations of the Testing Task Force.	1.1.1 Minutes.
	1.1.2 Establish procedures for collection, analysis, display and use of data by November 1st.	1.1.2 Administrative Regulations.
2.1 By January 1st, set in data gathering instruments for implementing the Testing Task Force recommendations (needs of the District).	2.1.1 Review Task Force recommendations for District Testing Program needs and set in evaluation procedures for Math, science, and English/ Language Arts.	2.1.1 Curriculum Committee Notes.
3.1 By October 1st, revise budget format to provide increased visibility of cost-result relationships.	3.1.1 By October 1st, set in budget development guidelines for staff.	3.1.1 Administrative Memo.
	3.1.2 By November 1st, discuss format with Budget Committee.	3.1.2 Board Minutes.

Conscious efforts toward self and institutional improvement

Objectives:	Activities:	Indicators:
1.1 By December 1st, all certificated personnel in the District will be on a professional growth plan.	1.1.1 Discuss concept with Administrators and relate to professional in-service activities by September 1st.	1.1.1 Minutes.

Conscious efforts toward self and institutional improvement

Objectives:	Activities:	Indicators:
	1.1.2 Develop form for recording administrator plans by September 15th.	1.1.2 Form.
	1.1.3 Review plans and place on file by November 1st.	1.1.3 Check-off List.
	1.1.4 Discuss growth plans with all vice-principals prior to October 1st.	1.1.4 Minutes of Meeting.
	1.1.5 Develop special form for vice-principals by November 1st.	1.1.5 Form.
	1.1.6 Review vice-principal plans and place on file by December 1st.	1.1.6 Minutes of Meeting.
2.1 By October 1st, all District employees will be aware of and contribute to a unified effort of program improvement involving parents and students.	2.1.1 By September 1st, obtain Board and District consensus on areas of concentration.	2.1.1 Board Minutes.
	2.1.2 By October 1st, discuss areas selected and means of gathering appropriate data.	2.1.2 Minutes.
	2.1.3 By October 9th, prepare sample MPI for guidance in display of information.	2.1.3 Sample MPI.
	2.1.4 By October 23rd, present MPIs to Board and staff.	2.1.4 Board Minutes.
3.1 By November 1st, establish a yearly in-service plan which meets needs of the District with particular emphasis on areas of concentration.	3.1.1 By August 1st, obtain information from teachers and facilitators on curriculum needs.	3.1.1 Minutes.
	3.1.2 By August 15th, schedule back-to-school in-service program around curriculum needs of teachers.	3.1.2 Minutes.

Conscious efforts toward self and institutional improvement

Objectives:	Activities:	Indicators:
	3.1.3 Conduct August in-service and evaluate results (August 28-31).	3.1.3 Evaluation Documents.
	3.1.4 By October 15th, canvass teachers for specific needs and set tentative in-service plan for academic year.	3.1.4 Minutes.
	3.1.5 By November 1st, discuss plan with facilitators and make adjustments as necessary.	3.1.5 Minutes.
	3.1.6 Record all in-service activities held during the year.	3.1.6 Log of Activities.
General Objectives:	Activities:	Indicators:
1.1 Review performance results with Superintendent's Educational Advisory Committee in January, 1979 and March, 1979.	1.1.1 Evaluation of documents.	1.1.1 Evaluation Documents.

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Target Date	Time When the Activity Will Occur — Weeks (July to June) J 7	A 8	S 9	O 10	N 11	D 12	J 1	F 2	M 3	A 4	M 5	J 6	Person(s) Responsible: Superintendent	Board	Administrators	MPI Committee	Secretary	Other
Management Team	1.1.1 Provide Materials	Jan. 1					△		▲						X				X	
	1.1.2 Board Member Conference	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X	X				
	1.1.3 Agenda Placement	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X	X				
	1.1.4 Outside Evaluations	Jan. 1					△		▲								X			X
	2.1.1 Board Policy	Sep. 1	△	—	▲										X	X	X			
	2.1.2 Board Roles	Nov.					▲								X	X				
	2.1.3 Administrators Roles	Nov.					▲								X	X				
	2.1.4 Board Procedures/Inst.	Dec.						▲							X	X				
	2.1.5 Informal Meetings	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X	X			X	
	2.1.6 Superintendent's Eval'n	Jan.							▲						X	X				
	3.1.1 Budget Presentations	March							△	—	▲				X		X			
	3.1.2 Board Summary	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X				X	
	3.1.3 Press Conferences	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X	X				

△ - Start ▲ - Target Date

▲ - Completion

SEC Members

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Target Date	Time When the Activity Will Occur — Weeks (July to June) J 7	A 8	S 9	O 10	N 11	D 12	J 1	F 2	M 3	A 4	M 5	J 6	Person(s) Responsible: Superintendent	Board	Administrators	MPI Committee	Secretary	Other
Management Team	3.1.4 Board Packet	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X				X	
	3.1.5 Agenda Meeting	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X				X	
Coordination and Concentration of Administrative Effort	1.1.1 Discuss Concept	August	△	▲											X		X			
	1.1.2 Develop Plan Format	August		▲											X		X			
	1.1.3 Develop Sample	August		▲											X		X			
	1.1.4 Board Presentation	Sept.			▲										X	X				
	1.1.5 Examine Key Activities	Sept.			▲										X		X			
	1.1.6 Establish Timeline	Dec.			△	—	—	▲							X		X			
	2.1.1 Develop Responsibility Chart	August	△	▲											X				X	
	2.1.2 Differentiate Roles	Oct.	△	—	▲	▲									X		X			
	2.1.3 Utilize MPIs	Oct.	△	—	—	▲									X		X			
	2.1.4 Media Stories	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X	X				
	2.1.5 Administrators' Minutes	Ongoing		△	—	—	—	—	—	—	—	—	—	—	X				X	

△ - Start ▲ - Target Date

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities		Target Date	Time When the Activity Will Occur Weeks (July to June) J 7	A 8	S 9	O 10	N 11	D 12	J 1	F 2	M 3	A 4	M 5	J 6	Person(s) Responsible: Superintendent	Board	Administrators	MPI Committee	Secretary	Other	
Coordination...	3.1.1	Board Priorities	Aug.	△	▲											X	X					
	3.1.2	Assign Key Areas	Nov.			△		▲								X						
	3.1.3	Present Key Areas	Ongoing		△	—	—	—	—	—	—	—	—	—	—	X	X					
Display of Data	1.1.1	Administrators' Meeting	Oct.	△		▲										X		X				
	1.1.2	Establish Procedures	Nov.	△				▲								X		X			X	Audit Coordinator
	2.1.1	Set Evaluation Procedures	Jan.					△		▲						X		X			X	Curriculum Committee
	3.1.1	Set Budget Guidelines	Oct.			▲										X		X				
	3.1.2	Discuss-Budget Committee	Nov.				▲									X	X				X	Budget Committee
Improvements	1.1.1	Discuss Concept	Sept.		▲											X		X				
	1.1.2	Develop Form	Sept.		▲											X		X				
	1.1.3	Review Plans and File	Nov.			△		▲								X				X		
	1.1.4	Discuss Vice-Principal Plans	Oct.				▲									X					X	Vice Principals
	1.1.5	Develop Forms for Vice P's	Nov.				▲									X					X	Vice Principals

△ - Start ▲ - Target Date

▲ - Completion

FORM FOR RECORDING TIMELINE AND RESPONSIBILITIES

Area	Activities	Target Date	Time When the Activity Will Occur Weeks (July to June) J 7	A 8	S 9	O 10	N 11	D 12	J 1	F 2	M 3	A 4	M 5	J 6	Person(s) Responsible: Superintendent	Board	Administrators	MPI Committee	Secretary	Other	
Improvements	1.1.6 Review Plans and File	Dec.					△	▲							X				X	X	Vice Principals
	2.1.1 Discuss Board Priorities	Sept.	△	—	▲										X	X					
	2.1.2 Review with Administrators	Oct.			▲										X		X				
	2.1.3 Prepare Sample MPI	Oct.				▲									X				X		
	2.1.4 Present to Board	Oct.				▲									X	X					
	3.1.1 Obtain Curriculum Needs	August	▲												X		X			X	Teachers
	3.1.2 Schedule Programs	August		▲											X		X			X	Teachers
	3.1.3 Conduct Program	August		▲											X		X			X	Teachers
	3.1.4 Set In-Service Plans	Oct.		△	—	▲									X		X			X	Teachers
	3.1.5 Discuss-Adjust	Nov.				▲									X		X				
	3.1.6 Keep Log	Ongoing	△	—	—	—	—	—	—	—	—	—	—	—	X				X		
General	1.1.1 Evaluation	Jan. Mar.				△	—	—	▲	—	—	▲	—	—	X			X			

△ - Start ▲ - Target Date

▲ - Completion

APPENDIX E

McMINNVILLE PUBLIC SCHOOLS

_____ School Program Review

_____ _____

Principal Date

	KEY	COMMENTS
1. Observation & Supervision of:	X	
a. Certificated Staff		
b. Classified Staff		
2. MPI indicators accomplished and available for viewing for:	X	
a. Math		
b. English/Composition . . .		
c. Discipline		
d. Guidance & Counseling . .		
3. A program of planned staff development written for:	X	
a. Classified Staff		
b. Certificated Staff		
c. Yourself		
4. Community relations communication plans for:	X	
a. Internal public		
b. External public		

(see reverse)

	KEY	COMMENTS
5. Resource management plans for:	X	
a. Budget items		
b. Buildings		
c. Grounds		
6. Curriculum evaluations (from District-wide Curriculum Committees) available in the areas called for:		
7. Personnel management in areas of:	X	
a. Job descriptions on file .		
b. Recruitment (wide field) .		
c. Orientation		
d. Reports		
8. Other:		

Key: N = No Attempts Made
B = Beginning to Implement
W = Well Under Way
F = Fully Implemented